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ABSTRACT

This book provides a collection of 19 essays that discuss curricular change in higher education regarding ethnic and women's studies, and presents the theoretical and practical bases for accomplishing this restyling. The papers and authors are as follows: "The Difficult Dialogue of Curriculum Transformation: Ethnic Studies and Women's Studies" (Johnnella E. Butler); "Funding Women's Studies" (Caryn McTighe Musil, Ruby Sales); "Private Foundation Grants to American Ethnic Studies Departments and Programs, 1972-1988; Patterns and Prospects" (Katharine Bolland, John C. Walter); "Different Voices: A Model Institute for Integrating Women of Color into Undergraduate American Literature and History Courses" (Johnnella E. Butler, Betty Schmitz); "Transforming the Curriculum: Teaching about Women of Color" (Johnnella E. Butler); "Teaching 'White Women, Racism and Anti-Racism' in a Women's Studies Program" (Ruth Frankenberg); "Gender and the Transformation of a Survey Course in Afro-American History" (John C. Walter); "Black Studies in Liberal Arts Education" (Johnnetta B. Cole); "Towards an Epistemology of Ethnic Studies: African American Studies and Chicano Studies Contributions" (R. A. Olguin); "Is Jewish Studies Ethnic Studies?" (Howard Adelman); "The Politics of Jewish Invisibility in Women's Studies" (Evelyn Torton Beck); "Gender in the Context of Race and Class" (Elizabeth V. Spelman); "Asian American Literary Traditions: Real vs. Fake" (Frank Chin, and others); "Time and Time Again: Notes Toward an Understanding of Radical Elements in American Indian Fiction" (Kathryn Shanley); "The Sign in Sidney Brustein's Window: Toward a Transformative Aesthetic" (Johnnella E. Butler); "Armenian American Women: The First Word..." (Arlene Avakian); "A Black Feminist Perspective on the Academy" (Beverly Guy-Sheftall); "A Critical Assessment of Bloom: The Closing of the American Mind?" (Jonathan Majek); and "Praxis and the Prospect of Curriculum Transformation" (Johnnella E. Butler, John C. Walter). (GLR)